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EDUCATION WEEK

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Disabled Students Found To Achieve 'Mixed Success'

Federal Data Document Life After High School

By Debra Viadero

WASHINGTON—Young people with disabilities are meeting with "mixed success" as they struggle through high school and search for meaningful, well-paid employment, data from three new federal studies indicate.

The studies are the most recent to emerge from the National Longitudinal Transition Study, a five-year, $5-million effort to track the progress of 8,000 disabled students who were enrolled in secondary schools in 1985-86.

The three studies consist of a 600-page compilation of all of the longitudinal project's findings to date, together with smaller reports dealing with the issues of dropouts and disabled students' post-school employment status.

While some of the data have been published previously, the studies, which were formally released by the Education Department late last month, paint the most complete picture to date of the high-school and post-school experiences of disabled students.

"It's definitely a good news/bad news kind of thing," said Mary Wagner, who directs the ongoing research project for SRI In-

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To Maintain Trends, NAEP Scales Back Math-Test Changes

By Robert Rothman

WASHINGTON—Citing the need to be able to track student performance over time, the National Assessment Governing Board has adopted a scaled-back version of a proposed revision of its mathematics assessment.

The changes, which are expected to guide the development of the 1994 National Assessment of Educational Progress, are aimed at bringing the math test more in line with standards for instruction in the field developed by the National Council of Teachers of Mathematics.

The original version of the proposal called, among other changes, for increasing the number of open-ended questions and placing a greater emphasis on topics such as algebra.

But members of the N.A.G.B., meeting here this month, said the proposal would make the 1994 assessment too different from the 1992 assessment to enable NAEP to show trends over time.

The board approved several of the proposed changes. But it rejected the increase in open-ended questions and scaled back some of the topic shifts.

Continued on Page 17

John Ligos

Marcus Simpson weaves on a loom with his mother, Janney. Marcus left the public schools after his gifted-and-talented program was eliminated.

Budget Cutters, School Reformers Taking Aim at Gifted Education

By Debra Viadero

Once educators in his community decided he was gifted, Marcus Simpson began to do wonderful things in school. He created inventions, spent hours working on complex problems, and visited with a local television station to find out how weather reports are produced. He gave a presentation on meteorology to his classmates and spoke for more than half an hour, without notes, because the subject excited him so much.

Marcus lost some of his enthusiasm for school, however, after the local school board voted to eliminate his gifted-and-talented program. Back in his regular classes, his mother noticed, Marcus began to grow restless.

Last fall, six weeks into the 8th grade, he transferred to a private school.

"You're watching your child just sort of becoming bored and unmotivated," Marcus's mother, Janney Simpson, said. "It's hard to decide to make a transfer six weeks into the year."

Experts in the field of gifted education say Marcus's situation may become increasingly commonplace this year in schools across the nation. Budget pressures wrought by the lingering recession are forcing a number of states and local districts to drop their special programs for gifted-and-talented students.

Not mandated in nearly half the states, and typically used by a relative handful of students, the programs are an obvious target for cost savings.

But another factor for the retrench-

Continued on Page 14

Citing Cost of Waste, Coalition Campaigns For Investment in Energy-Efficient Schools

By Peter Schmidt

Inspired by a report estimating that public schools waste $1.85 billion in energy costs each year, a loose coalition of education groups, businesses, and federal agencies has undertaken a campaign to urge school leaders to invest in making their buildings more energy-efficient.

The campaign's message appears to run against the current, its leaders acknowledge, because many school districts are responding to recession-driven budget pressures by postponing the very types of capital-improvement projects the coalition is calling for.

"Our studies show that the biggest reason people say they are not doing energy work is a lack of funds," said Shirley J. Hansen, an energy consultant who has had a central role in mounting the campaign.

The effort is aiming to drive home the point that, by failing to invest in energy efficiency, schools watch their money go out the window or up the smokestack—and thus suffer more financially in the long run.

Moreover, the campaign's leaders say, new methods of paying for energy-saving measures, as well as pending changes in federal policy, may make it much easier for schools to finance needed building improvements.

The ultimate payoff, they stress, lies in freeing up money for such purposes as teacher salaries and classroom supplies.

"The energy savings," Ms. Hansen said, "become a vehicle to do some of the other things that the district wants to do."

The energy-efficiency campaign grows

Continued on Page 12

For-Profit Firm Hired To Manage Schools in Duluth

Company Will Provide Interim Superintendent

By Peter Schmidt

The Duluth, Minn., school board last week entered into an unprecedented agreement with a for-profit school-management firm to provide the district with an interim superintendent of schools.

At the same time, officials of Education Alternatives Inc. said in interviews last week that the publicly held, Minneapolis-based firm may be on the verge of assuming responsibility for the operations of several districts around the country.

In Duluth, the school board contracted with the firm to name an employee of Education Alternatives as the district's superintendent.

The four-month, $40,000 contract also stipulates that the firm conduct a search for a permanent superintendent and study the possibility of running the district itself on a long-term basis.

Michael P. Maxim, the president of the Duluth school board, said the board's arrangement with Education Alternatives is "a fortuitous situation for both of us."

It not only lets the firm enter a new market, he noted, but the district is provided with experienced leadership during difficult times.

"We'll see whether all of this works out after we've had some crises," Mr. Maxim said. "It is still very much a honeymoon period."

David A. Bennett, the president of Education Alternatives, said last week that his

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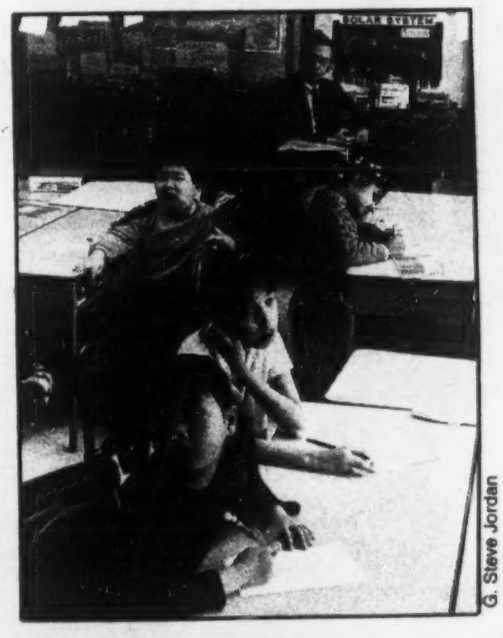
Also in the news



G. Steve Jordan

5 Measuring Success
Foundations increasingly are concerned with finding effective ways to gauge the success of education grants.

IN SUMMARY

More NCATE Defections
The four largest universities in Iowa created a stir last week when they announced they were removing their teacher-preparation programs from the national accreditation process. **Page 4.**

Power to the Schools
The Detroit Board of Education is weighing a plan that would "empower" individual schools to exercise an extraordinary degree of control over their own operations. **Page 5.**

Rewarding 'Quality'
A growing number of states are creating awards that encourage schools, government agencies, and industries to pursue quality-management techniques. **Page 8.**

A New Vision?
Five school districts committed to a set of common principles have agreed to work to focus more clearly on students as consumers of their services. **Page 10.**

One Battle Won
Passage of a law in New Mexico marks a victory for the national teachers' unions in their decade-long battle to see collective-bargaining laws in every state. **Page 19.**

Governing Board Rebuke
The General Accounting Office has issued a stinging rebuke to the National Assessment Governing Board over its effort to set standards for student performance. **Page 23.**

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CONVENTIONS IN PRINT
A special pulout guide to the annual convention of the Association for Supervision and Curriculum Development.
Begins opposite Page 18.

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ACROSS THE NATION

NATIONAL

Surgeon General Calls for Ban On 'Old Joe' Cigarette Ads

U.S. Surgeon General Antonia Novello and the American Medical Association last week jointly demanded that the R.J. Reynolds Tobacco Company stop using a controversial cartoon camel in its advertisements for Camel cigarettes because they say the character specifically appeals to children.

Dr. Novello said the "Old Joe" character that appears in the advertisements is designed to persuade young people to start smoking and has a special appeal among young children. She cited as evidence a study that appeared in the *Journal of the American Medical Association* in December that found that 6-year-olds were as familiar with the Old Joe character as they were with Mickey Mouse.

"In years past, R.J. Reynolds would have had us walk a mile for a Camel," she said, referring to an old ad campaign slogan. "Today, it's time that we invite 'Old Joe' Camel to take a hike."

However, Dr. Novello does not have the power to order the company to stop using the cartoon camel.

The company's campaign also was criticized in an editorial in the industry trade journal *Advertising Age* in January.

Officials at R.J. Reynolds said they had no plans to change the advertising campaign. "We reject the notion that advertising leads to initiation of smoking," a statement released by the company said. ■

STATES

Judge Overturns Dues Exemption For Religious Groups in Montana

A state judge has overturned a Montana law that allows teachers and other union members to withhold dues if they belong to religious groups opposed to organized labor.

The ruling came in the case of a Helena teacher who sued seeking to have the law expanded to cover church positions on abortion rights and other issues.

The teacher, Barbara Wolfe, refused to pay dues to the Helena Education Association, an affiliate of the National Education Association, because of the national union's support for abortion rights and birth control.

Ms. Wolfe, a Roman Catholic, said her church's teaching against abortion and birth control meant that she could not in good conscience contribute to the union.

She asked a state judge to rule that the labor law covered her refusal.

However, Judge Dorothy McCarter held that the state law favored members of organized religions over those with personal religious beliefs because its language applied only to members of "a bona-fide religious sect."

"By granting a benefit to members of organized religion that is denied to persons with personal religious beliefs, the statute grants a denominational preference and thereby violates the Establishment Clause of the First Amendment;" the judge wrote. She also refused Ms. Wolfe's request to extend the law to personal religious beliefs.

■ **In the wake of a local school district's violation of state law, the Minnesota Department of Education and the Minnesota High School League will establish a task force to determine if and how districts are complying with the law that requires them to provide equal athletic opportunities to boys and girls.**

The education department this month ruled that the Rosemont-Apple Valley-Eagan District 196 had offered more sporting activities for boys and spent more money on them.

The action stemmed from complaints by parents that schools in five districts offered ice hockey, but failed to offer ringette, a comparable winter sport for girls.

While four of the districts added ringette to their roster of activities, Rosemont did not, according to James Sauter, deputy state commissioner of education. Since then, Mr. Sauter said, Rosemont has set aside $50,000 to comply with the state's ruling.

After surveying the districts, the task force will address ways to rectify inequalities and, if necessary, ask the state school board to clarify regulations that may be vague, Mr. Sauter said.

■ **The New York Department of Education has announced a $1-million settlement of a dispute with the largest non-degree-granting proprietary school in the state over its admissions standards and educational programs.**

State Commissioner of Education Thomas Sobol said last week that SCS Business and Technical Institute, which serves some 4,000 students at five New York City locations, had agreed to pay the fine into the Statewide Tuition Reimbursement Fund. The fund provides refunds to students who never complete their training at proprietary schools because of serious violations of laws and rules governing those schools.

The settlement also requires the firm to pay for consultants chosen by the department to ensure that the institute will comply with regulations. The department will also provide training for institute staff-members, approve all advertising by the firm, schedule regular meetings to ensure compliance, and mandate increased reporting requirements, state officials said.

The settlement follows an investigation of the institute for alleged recruitment and admissions violations.

■ **A federal grand jury in Grand Rapids, Mich., is investigating whether some state education-department staff members misspent federal grants on overseas travel**, department officials said last week.

Robert G. Harris, a spokesman for the department, said last week that the grand jury had subpoenaed several of the agency's staff members to testify about the use of federal grants awarded under the Education for Economic Security Act to fund foreign travel.

Last fall, the state agency was ordered to pay back $202,000 in federal grant money earmarked for higher-education institutions after auditors learned that the money was used to pay for trips by several state lawmakers and school-board members to Europe and Japan.

The agency has appealed the ruling, asserting that it has been caught up in a dispute over federal spending guidelines. ■

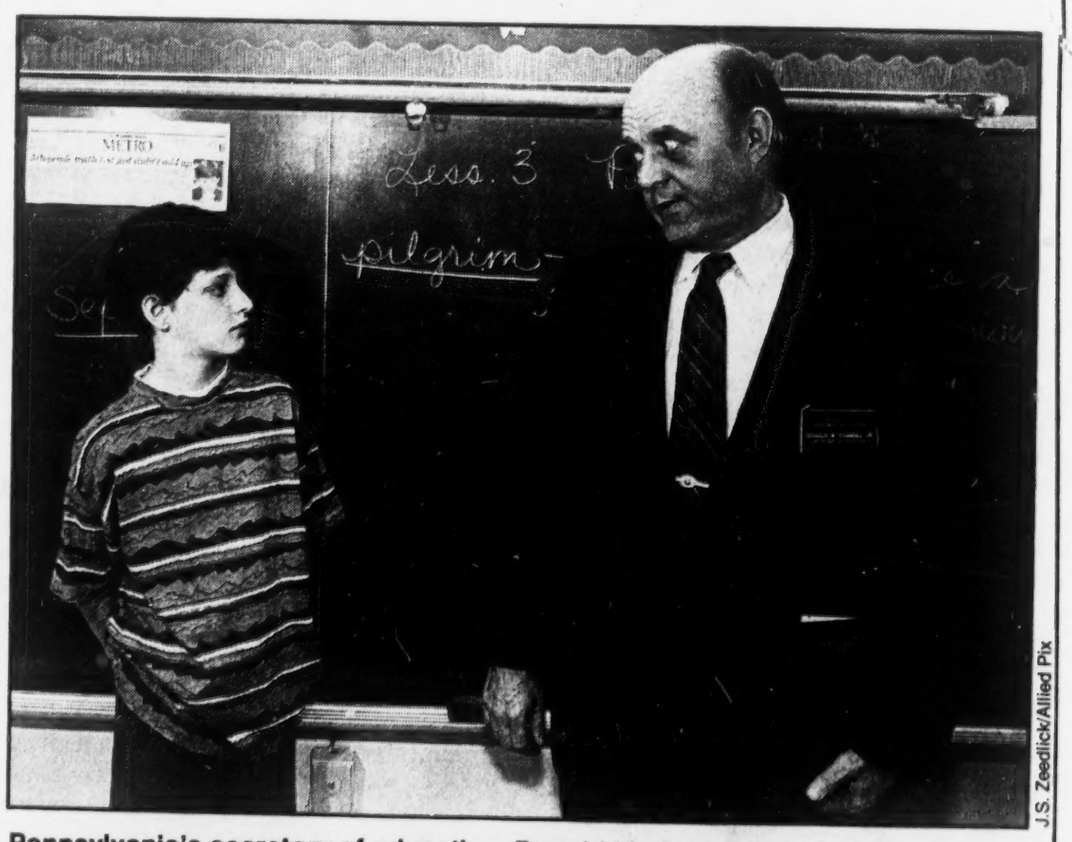
DISTRICTS

Arizona Jury Awards $850,000 In Death of Football Player

A Maricopa County Superior Court jury this month awarded the mother of an Arizona high-school sophomore who died of heat-related injuries during a football practice $850,000 in damages.

Bernice Reed-Davis charged the Paradise Valley school district with the wrongful death of her son, 14-year-old Abdul S. Reed. The student collapsed during a two-hour workout in full uniform on Sept. 2, 1988, his first day of football practice at Shadow

None of the Above



J.S. Zeedlick/Allied Pix

Pennsylvania's secretary of education, Donald M. Carroll Jr., right, praises Justin Dubs, a 5th grader at Hillside Elementary School in New Cumberland, Pa., for finding a mistake on the state's standardized mathematics test. The 10-year-old was the only one of tens of thousands of Pennsylvania 5th graders to notice a typographical error that made all of the answers supplied on the multiple-choice test incorrect.

Mountain High School. An autopsy revealed that the cause of death was dehydration and elevated body temperature.

In 1989, the Paradise Valley district altered its policies governing outdoor athletic practices by mandating water breaks, screening weather conditions, and distributing informational pamphlets on heat-related sports injuries to students and parents.

Joseph Dunn, a lawyer representing Ms. Reed-Davis, hopes the verdict will make more coaches and administrators aware of the threat of heat-related illness and death. "If anyone had used common sense, that boy would still be alive," Mr. Dunn said.

He added that Ms. Reed-Davis expressed interest in using some of the award to create a sports-medicine fund to educate coaches and others about heat illness.

■ **A high-school junior attending an all-girls' Catholic school outside her public-school district's limits has no right to free bus transportation**, Massachusetts' highest court has ruled.

The girl, Joanna Fedele, argued in a lawsuit that she was entitled to the same transportation provided to boys who attend an all-male Catholic high school within the Westwood school district.

The district provides free bus transportation to students attending public or private schools within the town limits if they live more than one and a half miles from school.

The young woman attends Ursuline Academy, in the neighboring town of Dedham. She asked to be provided with bus transportation to Xaverian High School, the all-boys' school in Westwood, where she could get transportation to Ursuline.

The district's refusal to provide such transportation constituted sexual and religious discrimination, she contended.

In its March 2 opinion, the Supreme Judicial Court of Massachusetts upheld the school district, saying officials based the policy on geographic boundaries and did not discriminate against the student based on her sex or religion.

■ **Vandals broke into and defaced an Orthodox Jewish day school in North Hollywood, Calif., earlier this month, painting and drawing swastikas, Ku Klux Klan symbols, and obscenities on several interior walls.**

Officials at the boys' campus of the private Valley Torah High School also reported that a computer, a printer, and an electric typewriter were stolen, said its principal, Rabbi Avrohom Stulberger. In addition, the intruders threw papers on the floor and ransacked files, he said.

The damage, done between 5 P.M. March 6 and the morning of March 7, was confined to four offices and a hallway in the one-story school, Rabbi Stulberger said.

The 9-12 school, with 120 boys and 75 girls at another site, was not occupied at the time of the break-in, he said.

Police had no suspects last week, but, Rabbi Stulberger said, gang activity, crime, and violence are on the rise in the area.

Sunday classes were held as usual after the incident, and the students that day helped paint over the graffiti, the rabbi said.

■ **District of Columbia teachers will receive an 11 percent pay raise over the next two years under a tentative contract agreement reached between the Washington Teachers Union and the city's board of education.**

The agreement also would extend the students' school day 30 minutes by cutting teachers' preparation time in half.

The union had protested its lack of a contract by imposing a work-to-the-rule policy, with participating teachers refusing to perform any duties not specifically detailed in their old contract.

Under the proposed new contract, teachers will receive a 6.5 percent raise this year, retroactive to Oct. 1, and a 4.5 percent increase next school year. Union leaders had complained that teachers in the district were being paid less than their suburban counterparts.

The contract still must be ratified by the union's membership and approved by the school board.

■ **A plan to send 22 public-school students from Portsmouth, Va., to a private academy has been canceled after school officials were unable to raise enough money to pay the children's tuition.**

Under the plan, Portsmouth students could have applied to attend the Cape Henry Collegiate School, located about 10 miles from Portsmouth in Virginia Beach. Cape Henry would have discounted its $6,500 tuition for the public-school students, and the public schools would have provided transportation. But Superintendent Richard Trumble of Portsmouth failed to secure the $165,000 in foundation funding needed to foot the bill.

The plan, which has been called Virginia's first serious attempt at promoting school choice, attracted widespread criticism from opponents who said it could undermine and resegregate the city's public schools.

Mr. Trumble has no immediate plans to revive the proposal, but he said he "remains committed to the concept."

■ **Houston school-board members have approved the creation of a free, all-day elementary summer-school program.**

The program, based in part on a pilot effort, is touted as an extension of the 180-day school year, and will be available to all elementary-school students. Classes will be held from 7:30 A.M. to 2:00 P.M. from June 10 through July 16.

Summer courses will emphasize reading, writing, mathematics, and preparation for the Texas Assessment of Academic Skills, a statewide test administered to 7th-graders.

Based on preliminary surveys and parent response, school officials estimate that 50,000 to 60,000 of the district's 100,000 elementary-age students will take part in the program.

Revenue from a 3-cent property-tax increase will be used to pay for the estimated $14-million cost of the program.

While the emphasis of the extension is improving student achievement, Superintendent Frank Petruzielo said the program also aims to provide "full-service schools." School-district planners and city officials are coordinating swimming lessons at municipal pools, after-hours day care, and other enrichment projects.

"When kids get there," Mr. Petruzielo said, "it won't be more of the same thing."

Teachers who work in the summer program will be paid $3,600 to $5,000 more a year. Instructors will also take part in a daily end-of-day group session to evaluate the program and students.

The Houston Federation of Teachers, the Houston Education Association, and the Congress of Houston Teachers have endorsed the plan. If the program is successful, school officials hope to expand it to middle and high schools.

■ **A committee of officials from the Minneapolis school district and eight neighboring suburban systems has proposed building three new magnet schools to draw a racially balanced student body from throughout their communities.**

The committee's tentative proposal calls for three pilot elementary schools enrolling up to 600 students each to be built downtown and in the northwest and southwest parts of the city, according to Lyle A. Baker, the director of grants and compliance for the Minneapolis district.

The committee has stipulated that the students and staff members must be in the schools voluntarily, and that all funding for the schools must come from the state. ■

DIMENSIONS

Planning 'New Schools'

California posted the largest number of teams submitting proposals in a national grant competition intended to help foster a new generation of "break the mold" American schools.

In all, almost 700 teams nationwide submitted ideas for developing new methods of teaching children and managing schools to the New American Schools Development Corporation, which will award the grants.

Teams from California entered 93 proposals in the competition, followed by 48 from New York State, 33 from New Jersey, 30 from Texas, and 27 from Colorado, according to figures released by NASDC this month. Only South Dakota had no proposals submitted.

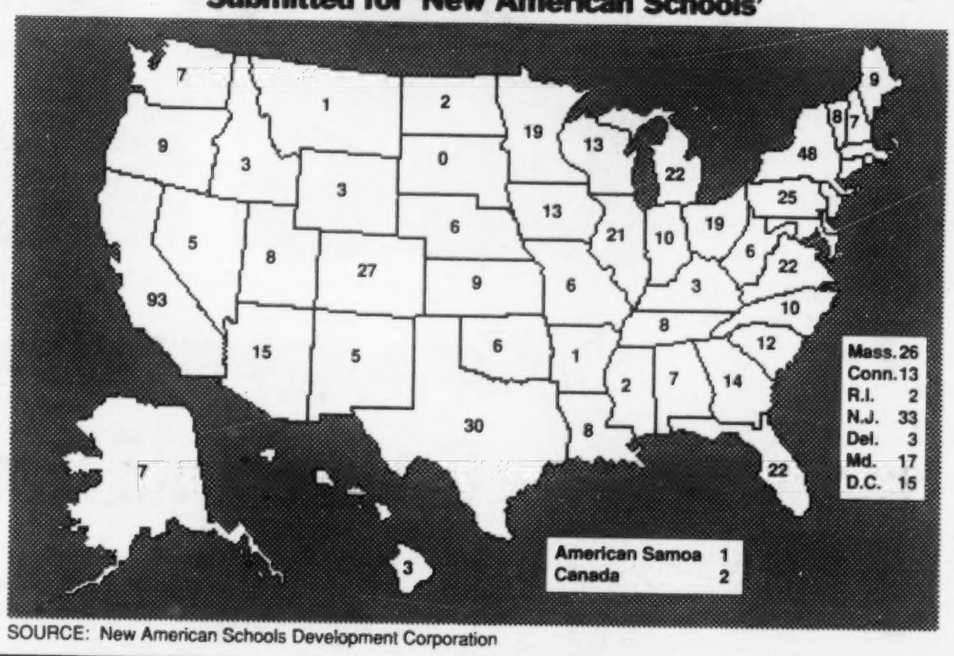
The teams include school districts, businesses, associations, colleges, and think tanks.

NASDC is a private, nonprofit corporation started by American business leaders last July, at the request of President Bush, to finance the design and implementation of schools that will help make the national education goals a reality.

By the end of May, the corporation will select as many as 30 teams to receive one-year contracts of up to $3 million each. Winners will use the money to further develop their plans.

About half of those teams will then win two-year grants to test their ideas, and a smaller number will be chosen to put their plans into action in local communities.

Geographic Distribution of Proposals Submitted for 'New American Schools'



SOURCE: New American Schools Development Corporation

PEOPLE

■ **Robert L. Maddox**, the executive director of Americans United for Separation of Church and State, has resigned effective April 1.

Mr. Maddox, a Southern Baptist minister who had led the organization for the past eight years, will become pastor of a Baptist congregation in Bethesda, Md.

During Mr. Maddox's tenure, the watchdog group disseminated information on church-state issues and filed lawsuits over the use of public funds in religiously affiliated schools.

Previously, the 54-year-old Mr. Maddox served as a speechwriter and liaison with religious organizations in the Carter Administration and as a pastor in Texas and Georgia.

The search for a successor has begun.

■ The San Francisco Board of Education last week named **Waldemar Rojas**, the head of special-education programs in the New York City school system, as its next superintendent.

Mr. Rojas, 46, will succeed Superintendent Ramon Cortines, who is retiring in June. The board selected the Brooklyn native after a five-hour meeting on March 10 that was supposed to narrow the field of candidates from four to two.

A school-district official said board members found they had a consensus on Mr. Rojas, so they voted to offer him a contract. The other finalists were Rudy Crew, the superintendent of the Sacramento, Calif., schools; Robert Ferrera, the superintendent in Minneapolis; and Joan Raymond, the superintendent in River Forest, Ill.

Some community activists were upset over the board's failure to select Mr. Crew, who is black. Mr. Rojas is of Puerto Rican descent.

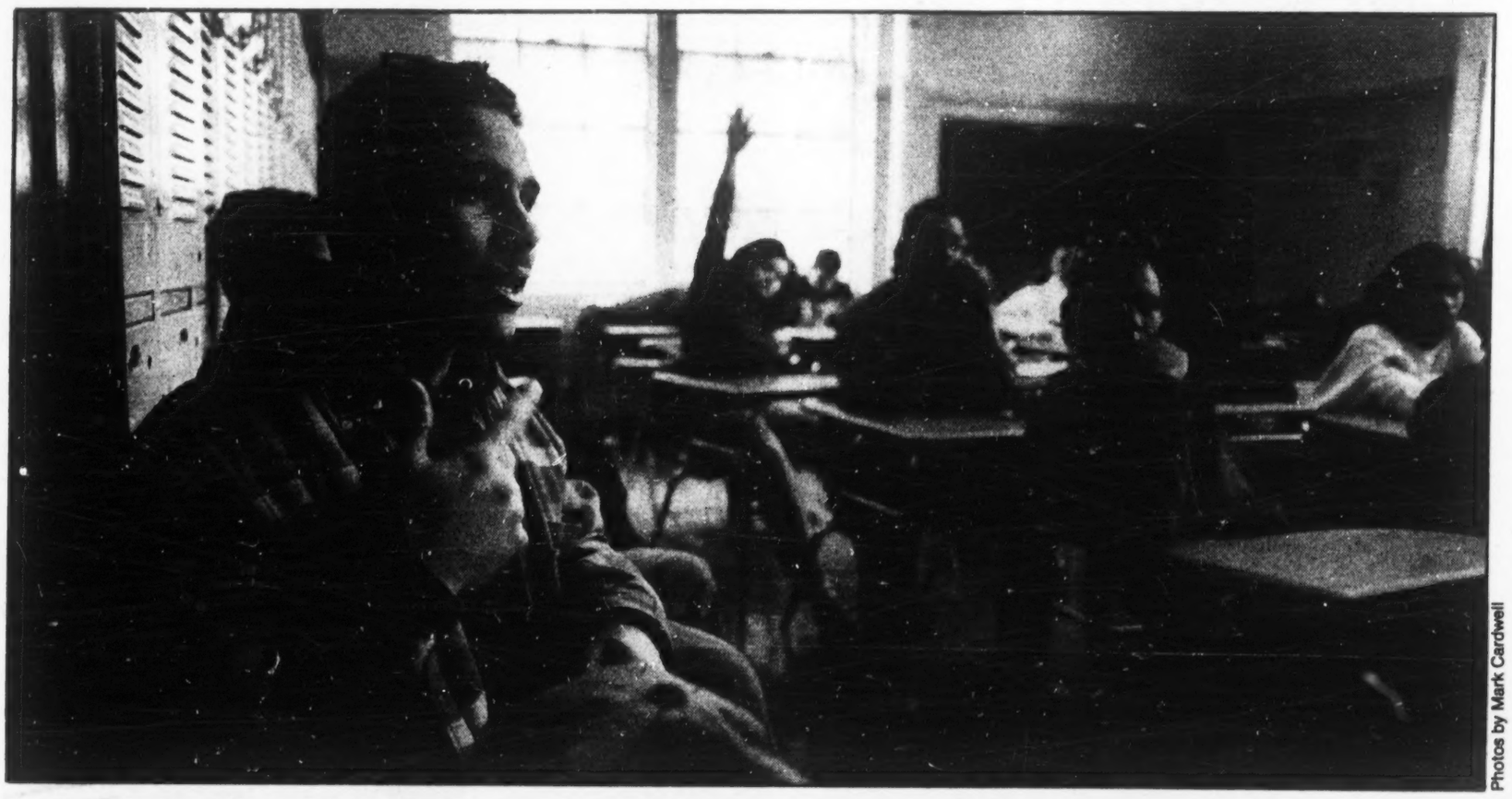
As head of special-education programs in New York City, Mr. Rojas oversees a program with twice the budget and enrollment of the entire San Francisco system, which enrolls 63,500 pupils. Mr. Rojas will earn about $120,000 a year. ■

Corrections

The Philanthropy column in the Feb. 19, 1992, issue incorrectly named which of Philadelphia Future's programs received a $250,000 grant from the Annenberg Foundation. The grant was awarded to the organization's high-school enrichment program.

Because of a printing error, the name of C. Reid Rundell, the acting president of the New American Schools Development Corporation, was incorrect in a caption in the March 11, 1992 issue.

The article on Total Quality Management in the March 11, 1992, issue contained a factual error. Of the 151 students at George Westinghouse Vocational and Technical High School who failed every single subject in January 1991, 97 were still in the building at the end of the next term. Of those, only 11 still failed every class.



Photos by Mark Cardwell

Melvin Delacruz, above, shares his ideas for the $7,500 in grants his class will distribute. "When you give," says Ayisha Oglivie, left, ". . . you gain more than the object . . . you gain emotional prosperity."

tion of what it is to be a grantmaker, how to analyze needs well . . . and [that they will] widen their horizons in terms of community growth and community revitalization."

The students at George Washington "are so used to being on the receiving end" of philanthropists' benevolence, says Linda Frank, a consultant hired by Surdna to develop the program and to act as a liaison between the foundation and the three schools. The philanthropy class, she says, will give them an opportunity to reverse roles and play the part of benefactor.

Perhaps the course's greatest strength, according to the class's teacher at George Washington, Dana Willens, is that it asks students for their ideas—"the ultimate sign of respect in the adult community"—and then lets them control the money and the resources needed to implement them.

They Don't 'Know What 'No' Means'

In a recent class session at George Washington, students identified a broad range of social issues that concerned them: homelessness, drugs, the dropout rate, teenage pregnancy, the need for positive role models for minority youths, environmental issues and recycling, sexual assault, and domestic violence.

To the students, these issues are far from abstract. The social problems they grapple with, Ms. Willens explains, are a visible part of daily life in their community.

As one student observes with frustration, it is difficult to escape the social ills that surround him and his classmates.

"I'm tired of all the [drug] traffic that's on my block; it's almost like a drive-up window," Jacob Ullah says. "I can't handle being in that environment [and then] having to go home and do homework."

But, for the most part, the students remain enthusiastic and seemingly undaunted by the challenges that lie ahead. Among the assets the students offer to the project are "a great deal of imagination and energy," according to Mr. Skloot, and "a real inability to know what the word 'no' means."

Already, the course seems to be having an impact on the students' visions of themselves and their community.

With a voice reflecting concern and responsibility, Michele Cabrera observes: "When we were little, our parents helped us out, and society helped us out; now it's our turn to help our brothers and sisters."

Ayisha Oglivie, the president of the student government at George Washington, muses on what the return on their investment of time and money will be. "When you give, you gain a lot," she says. "You gain more than the object, you gain the pride in knowing you helped someone out, you gain emotional prosperity."

Martha B. Graham, the assistant vice president for corporate social policy at Chemical Bank, recently visited the class to discuss Chemical's grantmaking policies. Eight years ago, Chemical "adopted" George Washington High School through a school-business partnership program.

At the time of her visit, two days after a classmate fatally shot two students at New York's Thomas Jefferson High School, Ms. Graham says she was feeling profoundly depressed "about how society treats its kids and how hopeless their lives seem."

But she adds that she left the school feeling uplifted by the students in Ms. Willens's class. "They were so positive, and they are so hopeful," she says. "They seem to have such unlimited possibilities that it was really like making the sun come out on a very gloomy day."

Reflecting on what it means to be a philanthropist, Franklin Fernandez comments, "Nowadays, people don't want to do nothing unless they get paid money."

"But," the student continues, "when you help somebody and see the smile on their faces, you did something that gives you a feeling of joy that sometimes not even money can compare to." ■

6th grader to pick up a whopping 605-page text. . . . I guess, to my mind, a quality text is one that has depth as well as breadth. If longer necessarily meant more in-depth treatment of subjects, then longer texts would not necessarily be bad, but there is still brief and shallow treatment—"mentioning," as it's called—in a number of areas.

There is one caveat there, and that is we only looked at the texts themselves, and so much is dependent on what the teacher brings. . . . As a reference book, there is nothing wrong with 605 pages, but if students are being asked to read it from cover to cover, it doesn't leave a lot of leeway for other important social-studies concerns, such as community involvement or current events.

Q. Did you find more history in general?

A. In 2nd grade, it's still primarily the community approach. . . . [At other levels, one program] more explicitly defines history and gives a brief overview of American history from the Native Americans to the Oregon trail. [Another program] goes to elaboration of the Spanish-English colonization of the United States.

I think generally we see more history and more geography, which is certainly what the California framework, the Committee on Geography Education, and the Bradley Commission [on History in Schools] are all calling for, and I think we can see that influence.

Q. What is the most significant change you found in the books?

A. I think the one that bears greater investigation is the organization of texts themselves. In all of the discussion about choice of content . . . I think not enough attention has been paid to how texts are organized so that they're user-friendly.

We don't know this, but we suspect that organizing around powerful themes and using a single text structure and organizing content so that readers aren't asked to make quantum leaps across time and space may be more helpful for them in learning the material. Then, as as they go on to high school, if they have a framework that they can hang additional new information on, it might encourage comprehension, retention, and evaluation. . . .

For example, in [one 6th-grade] program . . . they lay out a chronological framework, but all areas of the world are covered at the same time. It's like the "Circa 1492" exhibit at the Smithsonian Institution, where we see at the same times what is happening in Europe and Asia.

Q. Where are textbooks most in need of improvement?

A. I think in the honest treatment of important controversial issues. For example, we mentioned in the paper that global issues, such as the environment, international trade, and cooperation, are treated. But issues such as world hunger, nuclear power, population growth, the scarcity of nonrenewable resources—they're discussed economically, but the political and moral issues are undertreated. ■

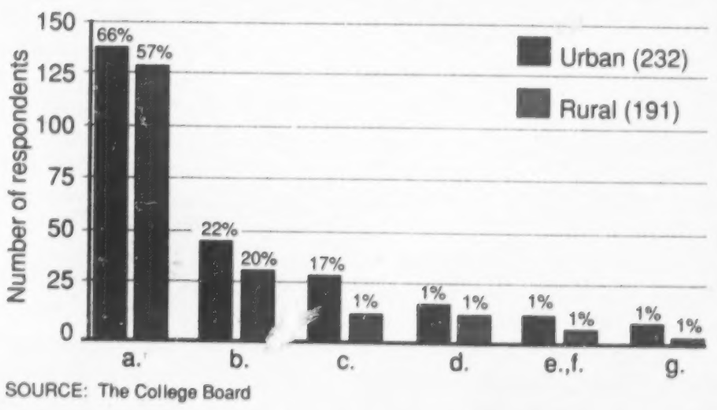
DIMENSIONS

Access to Calculators

Despite fears that a growing reliance on calculators on mathematics tests might place low-income and minority students at a disadvantage, the overwhelming majority of students in urban and rural schools have access to and are able to use the tools, a survey by the College Board has found.

Approximately what percentage of the college-bound students in your schools own, or have regular access to a calculator?

a. More than 90 percent of the students
b. 90 to 76 percent of the students
c. 75 to 51 percent of the students
d. 50 to 26 percent of the students
e. 25 to 10 percent of the students
f. Less than 10 percent of the students
g. I cannot judge



SOURCE: The College Board

Officials in some 80 percent of the schools surveyed said that 75 percent of their college-bound students own or have access to calculators, the survey found. In addition, they said, 90 percent of such students can use calculators to perform the four basic arithmetic operations.

More information is available by writing: Calculator Survey, the College Board, 45 Columbus Ave., New York, N.Y. 10023.

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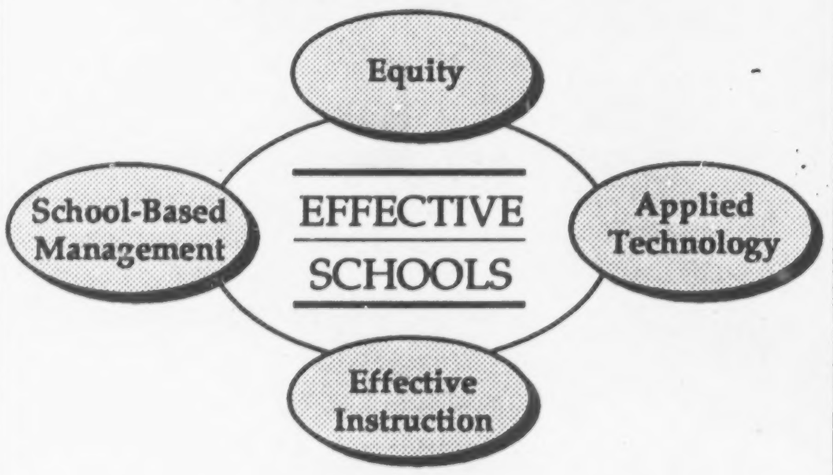

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Citing Cost of Waste, Coalition Pushes To Make Schools More Energy-Efficient

Continued from Page 1

out of a report by the American Association of School Administrators, entitled "Schoolhouse in the Red," on the deteriorating condition of the nation's educational facilities. The organization plans to distribute copies of the study this month to school officials around the country.

The report, summaries of which were released in November, concluded that public schools could trim 25 percent of their $7.4-billion total annual energy budget through more energy-efficient operations, prompter maintenance, and a variety of improvements in buildings and equipment. *(See Education Week, Nov. 27, 1991.)*

The report "was an eye opener," said Frank M. Stewart, who deals with school energy issues as the deputy assistant secretary for technical and financial assistance in the U.S. Department of Energy's office of conservation.

"It was the kind of thing you know, but you don't pay attention to until somebody slaps you in the face with it," Mr. Stewart said.

Costs and Air Quality

The documentation compiled by the A.A.S.A. study comes as several developments have put school officials under renewed pressure to make their buildings more energy-efficient.

The squeeze on school funding caused by the recession, while prompting many districts to defer building improvements, has underlined the necessity of making every budget dollar count.

Coinciding with the recession, the cost of providing energy to the nation's schools has increased by 18 percent—to about $160 per student—over the past two years, according to Ms. Hansen.

Despite recent declines in the price of natural gas, which provides about 60 percent of the energy consumed by public schools, significant cost savings have not yet been passed along to districts, energy experts say.

Districts also have been under pressure to make their schools more energy-efficient because of the trends toward operating schools year-round and keeping them open longer hours to provide more services to students and the community.

Some districts also are re-examining how they ventilate, heat, and cool their buildings out of fear that they will be sued over poor indoor-air quality.

The A.A.S.A. study maintains that the best defense districts have against lawsuits over air quality is compliance with air-quality standards issued in 1989 by the American Society of Heating, Refrigerating, and Air Conditioning Engineers.

But an Energy Department study suggests that circulating enough air in schools to comply with these standards could cause the total amount of energy consumed by public school systems to increase by 20 percent.

The best way to avoid such cost-increases, the A.A.S.A. report suggests, may be to make building improvements that address energy efficiency and air circulation at the same time.

Heating systems account for the bulk of school buildings' energy consumption. In addition to natural gas, schools rely heavily on electricity, propane, and oil for generating heat.

Meeting Lists Recommendations

Following the release of the A.A.S.A. report summaries, more than two dozen officials from federal agencies, education organizations, utility companies, and other businesses met in Washington in January to discuss the findings and develop recommendations for addressing the issues raised.

Among those meeting were representatives from the American Federation of Teachers, the Council of the Great City Schools, the National Education Association, and the National Governors' Association.

The participants agreed on a list of eight recommendations for improving the nation's educational infrastructure.

> *"It was the kind of thing you know, but you don't pay attention to until somebody slaps you in the face with it."*
>
> – Frank M. Stewart

Although some of the recommendations did not deal directly with energy use, all of them addressed the need to keep school buildings well-maintained and appeared likely to contribute to energy efficiency if adopted.

The list of recommendations said that school officials should be widely informed of the links between inefficient energy use, deferred maintenance, and indoor-air problems. It called on educators to view potential savings in energy costs as an incentive to take care of deferred maintenance.

The consensus statement also urged education associations and government agencies to help schools more effectively use both traditional and nontraditional means of financing energy conservation.

'Performance Contracting'

The recommendations emerging from the conference especially urged that schools be helped to use assistance from utilities and a financing practice known as "performance contracting."

Under performance contracting, outside contractors agree to make energy-efficiency improvements to a school building in exchange for a share of the school's future energy savings.

Some participants in the conference noted that the "Schoolhouse in the Red" study was funded by Honeywell Inc., a company that does performance contracting, and they expressed fears that the company's desire for profits may have had some influence on the content of the report or the recommendations submitted to the conference.

"The process made me feel funny. It was not an ordinary meeting," said one participant, who asked not be named. This participant complained that the conference seemed "very packaged," and said that participants were videotaped and asked to write down "quotable quotes."

But even participants who expressed reservations said most of the concerns raised at the conference seemed valid. And many other conference-goers said they had no reservations about the gathering at all and expressed confidence in the fairness and accuracy on energy issues of Honeywell and of Ms. Hansen, the consultant who has been working on the energy campaign with the A.A.S.A.

"In no way do I feel anything was manipulated. The information is well-founded and the concerns expressed are very appropriate," said Richard W. Hobbs, who was invited to attend the January meeting as the vice president of a group within the American Institute of Architects that deals with school design.

Mr. Hobbs said the architects' organization would be taking steps to better educate its 55,000 members on energy-efficient design and would ask them to subscribe to a new "code of ethics" promoting energy efficiency in all buildings, including schools.

Tony J. Wall, the executive director of the Council of Educational Facility Planners International, said his organization followed up on the conference by encouraging its members to look into using performance contracting as a means of financing improved energy management in schools.

'Backs Against the Wall'

The A.A.S.A. study found that school administrators expect in the next few years to rely significantly less on all of their sources of energy-related financing, suggesting a high level of uncertainty about the prospects for needed improvements.

"A lot of us have our backs against the wall trying to find dollars in our current budgets to do any facility renovation," said Doyle Lehman, who participated in the A.A.S.A. conference as the superintendent of the South Adams School District in Indiana.

An estimated 40 percent of districts surveyed by the A.A.S.A. use maintenance budgets as their prime source of funds to pay utility bills that exceed budgeted amounts. Many fall into a vicious circle as their poorly maintained buildings use energy less efficiently and drive up their utility costs even more, A.A.S.A. officials say.

In the past, many states have been able to use federal grants to finance energy-conservation measures undertaken by schools. Often, such grants have been financed with money that oil companies paid to the federal government as restitution for overcharging customers. Those funds appear to be drying up as restitutions are paid off, experts say.

"We have a whole lot less money than we have been using for the last six years or so available" for school energy programs, said Frank Bishop, the executive director of the National Association of State Energy Officials.

Help Under New Federal Rule?

But the outlook appears to be brightening for new energy-related financial help for schools.

Mr. Bishop predicted that the recommendations in the A.A.S.A. report

Continued on Following Page

Effectiveness of Energy-Conservation Measures in Schools

Category	Number of Measures[1]	Total Cost[1] (in millions)	Annual Savings: Energy[1] (BTU's, in trillions)	Annual Savings: Cost[1] (in millions)	Payback (in years)
Controls	9,079	$96.4	7.4	$47.6	2.0
Ventilation	4,138	25.4	1.3	6.5	3.9
Heating	5,261	56.9	2.6	15.6	3.6
HVAC[2]	356	6.2	0.2	1.4	4.4
Cooling	364	9.1	0.4	1.9	4.8
Lighting	7,566	41.5	1.6	10.2	4.1
Building Envelope	10,481	129.4	2.5	14.8	8.7
Other	1,726	38.8	1.0	7.4	5.2

[1] Institutional Conservation Program ECM grant cycles I through VIII
[2] Heating, ventilating, and air conditioning
SOURCE: Argonne National Laboratory

Cost Effectiveness of Conservation Measures: Perception vs. Reality

Administrators' Perceptions: All	Administrators' Perceptions: Large Districts	Actual
1. Heating	1. Controls	1. Controls
2. Controls	2. Heating	2. Heating
2. Building envelope	3. Lighting	3. Ventilation
3. Elec./Lighting	4. Cooling	4. Lighting
4. Fuel conversion	5. Building envelope	5. HVAC[1]
5. Cooling	6. Fuel conversion	6. Cooling
6. Domestic hot water	7. Ventilation	7. Building envelope

[1] Heating, ventilating, and air conditioning
SOURCE: American Association of School Administrators

Continued from Preceding Page

"will be easier to realize" if the Energy Department implements proposed changes in its Institutional Conservation Program, which financially assists public schools and other entities in paying for energy improvements.

The proposed new regulations, published in the Jan. 6 *Federal Register*, reflect changes to the conservation program legislated by the State Energy Efficiency Programs Improvement Act of 1990, for which Mr. Bishop's organization lobbied.

The rule changes, Mr. Bishop and other experts say, could for the first time make the competitive federal grants available to school districts even when they fund energy improvements through liens, performance contracting, and other financing mechanisms associated with debt. In the past, it has been difficult or impossible for districts using debt financing to qualify for the grants.

For the past decade, the Energy Department did not ask the Congress to fund the conservation program. This year, the agency has asked for $30 million, the amount that the Congress in the past has tended to appropriate without any Energy Department request.

Ms. Hansen predicted that school districts—22 percent of which now receive some sort of utility-sponsored assistance in conserving energy—also may be getting more help from utility companies, largely as a result of the Clean Air Act passed in 1990.

The act puts utilities under pressure to encourage conservation, and "the schools make an awfully good public-relations customer for the utilities to help," Ms. Hansen said.

Pros and Cons of Contracting

Even without help from the government or utilities, many districts have begun finding ways to pay for energy improvements.

In the last four years, the proportion of school districts seeking to fund such efforts through performance contracting has almost doubled, the A.A.S.A. report notes, with nearly 20 percent of districts surveyed reporting that they had made at least some use of the contracts.

Performance contracts typically give districts 7 to 10 years to use energy savings to pay contractors for energy-conservation improvements in schools. The deals give contractors an incentive to teach school personnel to manage energy more efficiently, Ms. Hansen said, and often result in extra savings that, depending on the contract, can be paid to either the school or the contractor.

Jerry Frazier, the superintendent of the Bradley County School District in southeastern Tennessee, said his 16-campus district entered into a 10-year performance-contracting agreement with Honeywell because an outdated heating and cooling system was causing the district's utility bills to spiral upward.

It will be difficult for the district to come out on the losing end of the agreement, Mr. Frazier asserted, because the contract calls for Honeywell to pay the difference between the district's actual energy savings and the savings called for by the contract.

He added, however, that "obviously, if you are paying for a cooling system over 10 years, it is conceivable a certain amount of equipment would be worn out before you are done paying for it."

Some school officials maintain that performance contracting is not necessary.

Eugene R. Swanson, the superintendent of the Ellsworth Community School District in northern Wisconsin, said he had considered entering into a performance contract to bring in outside help with energy conservation. But he decided that "we are doing an adequate job with the personnel on hand."

Mr. Swanson said his district has been able to conserve energy and keep the cost savings for itself simply by having its maintenance staff do necessary repairs and training maintenance workers to operate buildings more efficiently.

Bill Duncan, the director of property services for the Burlington, Vt., schools, said his district has been able to save energy and money by investing about $250,000 in a computerized control system that monitors buildings and keeps them from wasting energy.

Iowa officials, meanwhile, report that several states have expressed interest in a program, established by the Iowa legislature in 1986, under which the state assists districts in entering into master-lease agreements to pay for energy-efficiency measures.

Catching Up

School officials who decide to make their buildings more energy-efficient may have a lot of catching up to do, experts in the field say. They note that school energy consumption is a lower-profile issue than in the 1970's, when skyrocketing oil prices brought a rash of conservation measures.

Few studies of school energy use have been released in the last decade. But "Schoolhouse in the Red" found that, since 1985, 25 percent of districts have not increased their efforts to conserve energy, and 4 percent have actually decreased such activities.

When administrators do spend money on making schools more energy-efficient, they often fail to spend the money wisely, the A.A.S.A. report concludes.

Most of those surveyed by the A.A.S.A., for example, viewed measures to keep buildings insulated and air-tight as highly cost-effective—which they are not, experts say, because of the high expenses involved.

At the same time, the report suggests, many administrators fail to realize the high pay-back offered by improvements in ventilation, which can help schools much more effectively distribute heated air.

The amount of energy that schools may unknowingly waste on certain facilities is suggested in an ongoing Energy Department study on what the nation spends heating and maintaining swimming pools and spas.

The preliminary results of a department study of the Denver metropolitan area show that the average school swimming pool there uses $10,200 in energy each year. According to the Energy Department, 40 percent to 80 percent of these costs could be saved by installing pool covers, solar panels, and humidity-control systems.

Although nationwide figures for schools are not yet available, institutional pools and spas as a whole appear to consume more than 4 percent of the energy used by the nation each year.

The purchase of pool covers, which keep heated water from escaping as vapor, can pay for itself in energy savings in less than a month if the covers are used nightly, according to the Energy Department.

"Energy efficiency is really an investment. It's not an expense," Ms. Hansen, the energy consultant, said. "To not spend it is to give that money away."

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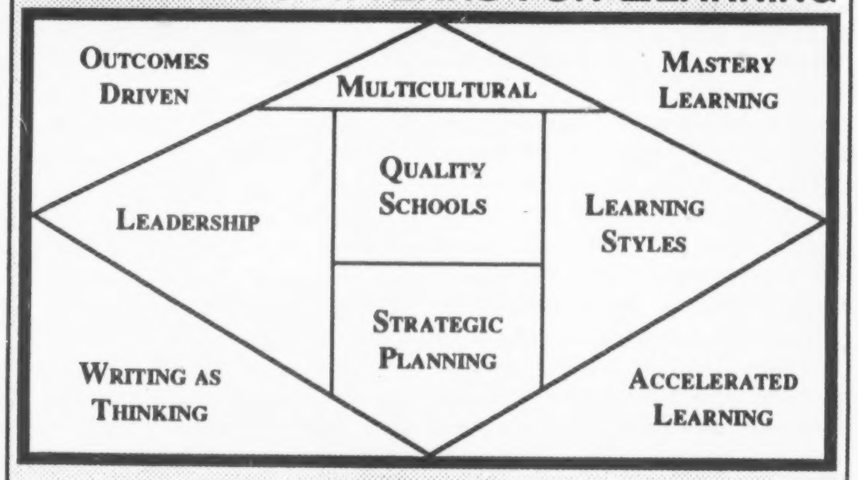

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